

## Speech-Language Pre-Referral Form

Teachers or Parents:

If you are concerned that a student may have a speech, language or hearing problem, please fill out this form and return it to \_\_\_\_\_, the school Speech-Language Pathologist.

**Student:** \_\_\_\_\_ **Teacher:** \_\_\_\_\_ **Birth date:** \_\_\_\_\_

Please check the area(s) of concern:

<input type="checkbox"/>	Articulation: Student may omit, substitute or distort speech sounds. <u>Please complete Articulation Word or Reading Checklist (attached) to identify sound errors.</u>
<input type="checkbox"/>	Language: <u>Please circle area(s) of concern.</u> Student may have difficulty with following directions, phonemic/phonological awareness, comprehending stories and/or answering WH questions, using or acquiring grade level vocabulary, formulating sentences, interacting with peers or adults to share knowledge and ideas and/or appears to be functioning below grade or age level.
<input type="checkbox"/>	Voice: Student may have hoarse or breathy voice that has continued for more than two weeks.
<input type="checkbox"/>	Fluency: Student may appear to stutter – repeats beginnings of words, whole words, hesitates or stretches words.
<input type="checkbox"/>	Hearing: Student may have a history of ear infections, hearing difficulty, or student may often ask for information to be repeated, may watch your face closely, appear inattentive, or not respond when he/she isn't looking at you.

Additional Teacher or Parent Comments: \_\_\_\_\_

SLP Recommendation based on teacher data:

	Articulation, Voice or Fluency (Stuttering) concerns are present at this time. An invitation to discuss Tier 2 interventions will be sent home by the school speech therapist.
	Articulation, Voice or Fluency (Stuttering) errors are developmentally appropriate and do not require further attention at this time.
	Language concerns are present at this time. An invitation to discuss Tier 2 interventions will be sent home by the classroom teacher.
	Language skills are developmentally appropriate and do not require further attention at this time.
	Other/comments: _____ _____

### Articulation Word Checklists

Teachers: Give the student a clear model and have student repeat words on the checklist for their age. Check the appropriate box to indicate whether the child produces the underlined sound correctly or incorrectly.

Age 4	Correct	Incorrect		Age 5	Correct	Incorrect
P <u>a</u> n/pot	<input type="checkbox"/> p	<input type="checkbox"/> p		<u>S</u> hoe	<input type="checkbox"/> sh	<input type="checkbox"/> sh
D <u>o</u> g	<input type="checkbox"/> g	<input type="checkbox"/> g		<u>L</u> amp	<input type="checkbox"/> l	<input type="checkbox"/> l
<u>M</u> onkey	<input type="checkbox"/> m <input type="checkbox"/> k	<input type="checkbox"/> m <input type="checkbox"/> k		<u>S</u> un	<input type="checkbox"/> s	<input type="checkbox"/> s
<u>T</u> eeth	<input type="checkbox"/> t	<input type="checkbox"/> t		<u>C</u> hicken	<input type="checkbox"/> ch	<input type="checkbox"/> ch
<u>F</u> eather	<input type="checkbox"/> f	<input type="checkbox"/> f		H <u>o</u> rse	<input type="checkbox"/> s	<input type="checkbox"/> s
<u>S</u> hoe	<input type="checkbox"/> sh	<input type="checkbox"/> sh		<u>F</u> eather	<input type="checkbox"/> f <input type="checkbox"/> er	<input type="checkbox"/> f <input type="checkbox"/> er
<u>C</u> hicken	<input type="checkbox"/> ch	<input type="checkbox"/> ch		<u>T</u> eeth	<input type="checkbox"/> th	<input type="checkbox"/> th
H <u>o</u> rse	<input type="checkbox"/> s	<input type="checkbox"/> s		<u>C</u> ar	<input type="checkbox"/> ar	<input type="checkbox"/> ar
<u>L</u> amp	<input type="checkbox"/> l	<input type="checkbox"/> l		<u>R</u> ed	<input type="checkbox"/> r	<input type="checkbox"/> r

Age 6	Correct	Incorrect		Age 7	Correct	Incorrect
<u>L</u> amp	<input type="checkbox"/> l	<input type="checkbox"/> l		<u>B</u> ird	<input type="checkbox"/> ir	<input type="checkbox"/> ir
<u>C</u> hicken	<input type="checkbox"/> ch	<input type="checkbox"/> ch		H <u>o</u> rse	<input type="checkbox"/> or <input type="checkbox"/> s	<input type="checkbox"/> or <input type="checkbox"/> s
H <u>o</u> rse	<input type="checkbox"/> s	<input type="checkbox"/> s		<u>F</u> eather	<input type="checkbox"/> th <input type="checkbox"/> er	<input type="checkbox"/> th <input type="checkbox"/> er
<u>F</u> eather	<input type="checkbox"/> f <input type="checkbox"/> er	<input type="checkbox"/> f <input type="checkbox"/> er		<u>Z</u> ebra	<input type="checkbox"/> z <input type="checkbox"/> br	<input type="checkbox"/> z <input type="checkbox"/> br
<u>S</u> hoe	<input type="checkbox"/> sh	<input type="checkbox"/> sh		<u>T</u> eeth	<input type="checkbox"/> th	<input type="checkbox"/> th
<u>T</u> eeth	<input type="checkbox"/> th	<input type="checkbox"/> th		<u>C</u> ar	<input type="checkbox"/> ar	<input type="checkbox"/> ar
<u>Z</u> ebra	<input type="checkbox"/> br	<input type="checkbox"/> br		<u>R</u> ed	<input type="checkbox"/> r	<input type="checkbox"/> r
<u>C</u> ar	<input type="checkbox"/> ar	<input type="checkbox"/> ar				
<u>R</u> ed	<input type="checkbox"/> r	<input type="checkbox"/> r				

**Articulation Reading Passages - Teacher Copy**

Teachers: Ask the student to read the passage below (from the Student Copy below). Please place a check (✓) or an (X) next to each target sound listed in brackets (e.g., /k/) on the teacher copy.

/ch/      /z/                      /j/      /l/                      /k/

Chip, Zoey and Jack like race cars. One

/th/                      /f/                      /g/                      /d/                      /r/

Thursday, they found a good deal on a new race

/l/ blend                      /s/ blend

car. They cleaned and scrubbed it and make it

/sh/                      /v/                      /s/

shine. They vacuumed it too. Then they sold

the car to make money.

Articulation Reading Passages - Student Copy

Chip, Zoey and Jack like race cars.

One Thursday, they found a good deal on a new race car. They cleaned and scrubbed it and make it shine. They vacuumed it too. Then they sold the car to make money.